

EFFECT OF READINESS FOR MARRIAGE AND AGE
ON THE MARITAL ATTITUDES OF
UNMARRIED STUDENTS

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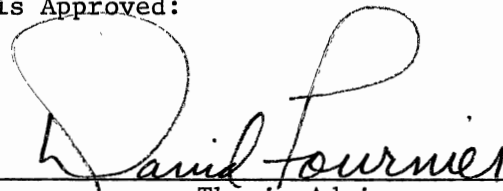
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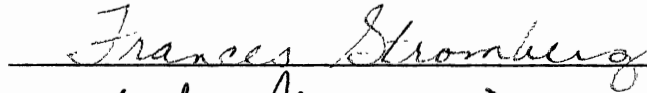
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CHAPTER I

INTRODUCTION

Marriage is an important societal institution and married life is considered to be a desirable type of existence for adults. The details may vary from one society to another, but all societies encourage marriage. Although most marriages begin with high hopes, many surprises occur for young couples which influence their ability to maintain the marriage over time.

A widespread assumption of many experts in family studies is that the value orientations attached to marriage and family life and motivation to marry and have children are products of socialization from the parental family. Childhood family experiences are thought to provide the foundations for an individual's expectations, attitudes, and family living (Ganong, Coleman and Brown, 1981).

The upward trend in divorce continues as a major marital status phenomenon in American society. Some experts believe that only twenty-five percent of all marriages work satisfactorily, whereas seventy-five percent end in divorce, separation or staying together however unhappily (Cadogan, 1982).

Although the imperative to marry has weakened, marriage continues to be highly valued by Americans. According to Carter and Glick (1970), "Marriage is regarded as the happiest, healthiest and most desired state of human existence. It is the central fact of our lives."

In spite of new attitudes toward marriage, most men and women consistently report that a happy marriage and a good family life are the most important aspects of life. Most young Americans still expect to marry. A recent study found that more than 90 percent of American youth report a desire to eventually marry, and that most young Americans are also optimistic about the permanency of their future marriages (Thornton and Freedman, 1983).

Statement of the Problem

These attitudinal and value trends undoubtedly affect the way young people approach the decision to marry. A lack of preparation is likely to reduce the quality with which one can perform a given set of roles. If early marriers have less time to learn the skills necessary for adequate marital role performance, one would expect that their quality of role enactment would be less than that of later marriers (Bahr, Chappell and Leigh, 1983). Research reported by Nye and Berardo (1973) suggests that individuals who marry in their teens are not as well prepared to perform key marital roles competently as those who marry in their 20's. Early marriers appear to have shorter acquaintance periods and may not know their partners as well as people who marry later. They also may be less perceptive or skilled than older people at assessing the values and characteristics of their potential mates.

Readiness for marriage is something more than "being in love." In our complex society the immature, the less informed or less skilled person is more likely to fail regardless of how much "in love" he or she may be. Just as a home is something more than a house, so marriage

is something more than sexual mating (Butterfield, 1956).

Marital success is determined to a large degree by the factor which family life education seeks to promote and maintain in family living -- marital competence. According to Stinnett (1969), love, personality, fulfillment, respect and communication are the four important needs involved in marriage relationship and there seems to be merit in youth planning to fulfill these in future mate. Success in marriage is largely a matter of readiness to perform these roles involved in marital competence. Youth who are prepared to fulfill the needs of love, personality, fulfillment, respect and communication in future mate have already established a strong foundation for later marital success. However, there is a lack of research concerning readiness for marriage to fulfill such needs and requires further investigation.

One of the first steps in eliminating negative stereotypes of marriage is for teachers and counselors to be informed of the attitudes and perceptions of unmarried students toward marriage. There is a need to know the effect readiness for marriage and age on youth's marital attitudes.

This preventive type of approach would facilitate in both classroom and counseling use, the assessment of an individual's preparedness or readiness for marriage. When teachers and counselors have current information about youths' attitudes concerning marriage, they may be better prepared to develop student-centered marriage education courses that motivate and benefit the student in developing healthy and more realistic attitudes and perceptions concerning marriage.

Purpose of the Study

The purpose of this research study is to use the INFORMED Inventory (Inventory For Marriage Education) to determine the effect of readiness for marriage and age on the marital attitudes of college and high school students (Fournier, 1981). The second goal of this research is to reevaluate the reliability of the INFORMED Inventory. Although the reliability of INFORMED Inventory was previously tested by Johnson (1982) using a sample size of 512 subjects, the present study uses a sample of 923 subjects.

It is hoped that this study will provide information for further advancing the knowledge of teachers and counselors who are trying to assist their students in self understanding and in assessing their readiness for marriage. It would be very helpful for the counselors, teachers, and young people to identify the stages of readiness for marriage and help the youth to face realistically their present proficiencies as well as future needs before assuming the responsibilities of a marriage partner.

Objectives

As a result of this project, the following objectives will be addressed:

1. To determine what degree normative scores on INFORMED scales are based on sub-population characteristics such as education and place of residence.
2. To determine whether INFORMED scales demonstrate acceptable levels of reliability after reevaluation.

3. To determine if there are differences in opinion of subjects across four stages of readiness for marriage on INFORMED categories.
4. To determine if there are differences in opinion of subjects across four groups of ages on INFORMED categories.

The investigation of the above objectives will help the counselors, teachers and family life educators to assist their students and present youth in self understanding and assessing their attitude toward marriage.

Conceptual Hypotheses

An examination of four stages of readiness for marriage and age and their effect on their marital attitudes and testing of reliability of INFORMED Inventory will hopefully identify areas regarding single persons' perception or misperceptions about marriage. Based on the purpose of this study three research hypotheses have been developed:

1. INFORMED scales will demonstrate acceptable levels of reliability, greater than .50 alpha, with a larger sample size.
2. Students who are most ready for marriage will have higher scores on INFORMED scales than students not ready for marriage.
3. Older subjects will have higher scores on INFORMED scales than younger subjects.

Definition of Terms

The following definitions are furnished to provide, as nearly as

possible, clear and concise meanings of terms as used in this study.

INFORMED--Inventory For Marriage Education (Fournier, 1981).

Idealization--This category shows the extent that individuals present themselves or their relationship in an unrealistic manner:

(1) inputting desirable qualities to a person lacking them, (2) exaggerating the degree of strengths when some are present, and (3) denying the existence or extent of unfavorable qualities (Rohrbacker, 1979).

Husband and wife slowly after marriage begin to see each other as real rather than ideal. High scores reflect an excessive amount of idealism.

Religion--This category assesses the degree to which a person views traditional religious beliefs, religious attitudes and involvement in church activities and places importance on religion personally and within marriage. High scores indicate more traditional involvement in religious practices.

Expectations--This category describes an individual's assumptions and expectations about love, marriage, commitment in his/her relationships. This category measures the realistic or idealistic perceptions of marriage and their relationship. High scores in this scale represent a practical and realistic view of marriage.

Personality--This category reflects the role of an individual's personality in relationships. Personality traits include moods, cleanliness, introvert-extrovert, affect, cooperativeness, attitudes and habits (Johnson, 1982). Man and woman hope to satisfy in marriage their specific vs. general needs and major personality needs.

Roles--This category assesses an individual's view of the assorted roles in marriage relationships. Equalitarian role depicts both husband and wife as sharing their domestic roles whereas traditional role depicts the husband as the head and the wife as maintaining and caring for the children. Low scores reflect a traditional view while high scores reflect a more equalitarian view.

Conflict Resolution--This category determines the way men and women resolve conflicts and solve their problems in marriage. High scores indicate the respondent's realization that problems will occur and that they are more likely to use appropriate methods to reduce conflicts.

Communication--This category assesses an individual's ability to communicate, listen, share feelings and emotions, either verbally or nonverbally. Low scores indicate a difficulty with the aspects of communication and/or less understanding of the role of communication in marriage.

Finances--This category assesses an individual's effective or ineffective management of money, handling of bills and financial goals. Low scores indicate a person's lack of ability to handle money and financial matters satisfactorily.

Leisure--This category assesses preferences and compatibility for spending leisure and free time together or separately for entertainment and relaxation. High scores indicate an individual's ability to be adjustable, flexible and negotiable for the use of leisure time.

Sexual--This category assesses an individual's understanding about sexual relationship, needs and expression of affection. It also reflect a person's view toward coitus, birth control and ability to discuss one's sexuality. Low scores reflect a person's inability to express himself/herself and a potentially negative view of sexuality.

Children--This category assesses an individual's knowledge about the impact of children on marriage and their relationship. It reflects individual's views toward children, motivations for having children and roles of parents in the upbringing of children. High scores reflect an individual's conception of the realities of parenthood and rationale for having children.

Family and Friends--This category assesses an individual's views toward in-laws, friends and relationships outside of the marriage. It reflects one's perception of family and friends and its influence on partner's marriage relationship. Low scores indicate less awareness of the importance of maintaining satisfactory relationships with family and friends.

Readiness For Marriage--It is the degree to which an individual feels prepared to fulfill in a future mate, the needs of love, personality fulfillment, respect and communication (Manson, 1965). Single person's self-perceived maturity (physical, psychological, emotional), willingness and certainty to accept the responsibilities of married life. It is self-perceptions and expectations relating to roles in marriage, but not necessarily related to a specific mate or possible mate-to-be.

Stages of Readiness for Marriage--For the purpose of this study single individuals are divided into four stages of marital readiness based on their current age and their belief about a "good age" for a person to marry. The four stages used in this study are listed below along with the implied conceptual meaning or title of each stage.

Stage I. (Least Ready for Marriage): Single persons who are considered to be absolutely not ready for marriage.

Stage II. (Not Ready for Marriage): Single persons who are not likely to be ready for marriage.

Stage III. (Almost Ready for Marriage): Single persons who are nearing the age considered to be ready to accept the responsibility of married life.

Stage IV. (Ready for Marriage): Single persons who have attained the age perceived as being ready to accept the responsibility of married life.

Organization of the Study

This research study is presented in five chapters. Chapter I introduced the study and explained the problem, the purpose, objectives, hypotheses and definition of terms. Chapter II includes a review of literature including a review of developmental tasks in early marriage, readiness for marriage, age as a factor in marriage and problems and conflicts in relationship of marriage. Chapter III explains the methodology used for the research by explaining the population and sample; defining instrumentation and its administration and describing how the data were analyzed. Chapter IV describes the findings of the study. Chapter V provides a summary, conclusions, and recommendations for further research.

CHAPTER II

REVIEW OF RELATED LITERATURE

Marital quality is one of the most frequently studied topics in family research. Couples who are anticipating marriage typically hold unrealistic expectations about the nature of the marital relationship, and it is often difficult for them to rationally examine these expectations. For many couples, there is a strong tendency to ignore flaws in one another and to deny the likelihood of future problems.

Preparation for marriage should improve the student's chances for success in marriage by helping him become realistic about what marriage means. If he gains some conception of the responsibilities and obligations that marriage involves, he should become better able to assess and improve his ability to meet the requirements for building a good marriage.

This review of literature addresses problems that individuals face in their relationship either before they begin or after they get started. Due to the vast information available on marriage, this section will be limited by its purpose and scope. The primary areas are: concern with relationship problems deal with courtship, early marriage, some issues related to marital break-ups, readiness for marriage and age as a factor in marriage.

Early Marriage Developmental Tasks

There are few studies in particular, who have identified certain issues which occur in early marriage. Rausch, Goodrich and Campbell (1963) have identified ten critical areas that pertain to the adjustment period early in marriage. They are sexuality, relationship with partner's family, relationship with friends, plans for future parenthood, education, occupation and career plans, handling of money, situation of a physical intimacy, religious, political and social values, establishing a household, mealtime and role expectations.

Hobart (1958) designed Marital Role Inventory which tapped fifteen areas of married life: personal freedom, sex and affection, relative dominance, economic roles, marital roles, having children, rearing children, in-law relations, recreation and social life, religion, values on neatness, values on savings and money, values on the home, attitudes toward divorce and spatial mobility.

Again Rappoport (1963) has identified nine areas of concern in the transition from courtship to early marriage: satisfactory sexual relationship, satisfactory relations with relatives, satisfactory relations with friends, agreement about family planning, satisfactory work pattern, pattern of decision making, satisfactory system of communication, establishing a couple identity, planning wedding, honeymoon, etc.

Dunn (1960) made an effort in making Marriage Role Expectation Inventory to measure marriage role expectations of youth. The areas considered were: authority patterns, homemaking, care of children, personal characteristics, social participation, education and financial support and employment. Based upon these studies, these lists would

be instrumental in formulating a diagnostic tool or program for marriage education.

Readiness for Marriage



The major area of life for which we are most poorly prepared is, unfortunately, marriage and family living. Preparation for marriage is preparation for the one experience in life on which our happiness most deeply depends. What, then, constitutes readiness for marriage? Certainly it is not the mere fact that one has reached the age of fourteen, eighteen, or twenty-one. Regardless of age, if one is irresponsible, undisciplined, and unable to make or to carry out a plan, he is immature.

No one is likely to succeed in marriage by accident or sheer luck. Intelligent effort and wise planning are always an important part of success in any aspect of life. According to Landis and Landis (1953) there are several varieties of maturity which combine to make one ready for marriage.

1. Physical maturity;
2. Mental maturity;
3. Emotional maturity;
4. Social maturity;
5. Economic maturity.

Keeler (1962) performed a study in identifying the readiness for marriage for high school girls in Nebraska. She constructed a scale called 'A Marriage Readiness Rating Scale (MRRS).' The Marriage Readiness Rating Scale (MRRS) contains 41 items by which the girl's readiness for marriage can be rated. In Marriage Readiness Rating

Scale three areas were identified for measuring the readiness for marriage.

1. Physical, social and emotional maturity;
2. Skills and abilities of getting along with people;
3. Homemaking skills and abilities.

A similar kind of investigation has been done by Sporakowski (1968) in assessing an individual's preparedness or readiness for marriage. The Marital Preparedness, Prediction and Adjustment Scales and an information sheet were administered to 770 undergraduate college students in the west, south, northeast regions of the United States. The analysis have shown that marital preparedness is related to prediction but is not necessarily an identical variable. Marital preparedness was also related to marital status in that as one more closely approached the married state, there was a definite increase in feeling of being ready for marriage. Marital Prediction scores were found to be related to religious affiliation, family authority pattern, and social class. In addition, Marital Prediction scores were significantly related to socio-economic status and family authority patterns in a manner which reflected the values and attitudes of the basically middle class orientation of the sample.

Stinnett (1969) developed an instrument which could be used in measuring individual's readiness to perform some of the roles involved in marital competence. Residence and sex were found to be significant factors in readiness for marital competence, while religion, social class, and sibling status (presence or absence of brothers and sisters) were not found to be significantly related to readiness for Marital Competence scores.

Stinnett (1969) had also suggested that readiness for marital competence is in large part derived from three general areas: nature of early family relationships, dating experiences and personality factors. Family of orientation, dating experience, and emotional stability play significant roles in the movement toward readiness for marital competence.

In the study of American Families, the young adults and their mothers were asked what they considered the ideal age for the 18-year-olds to marry (Thornton, Freedman and Camburn, 1982). The model preferred age at marriage for both sons and daughters was 25: Twenty-two percent of sons and 19 percent of the daughters gave 25 as their ideal age to marry. However, the overall distribution for young women was much more skewed toward the younger ages than was that for the young men. The mothers expressed a median preferred marriage age about five months older than those of the children, and, therefore, appear unlikely to press their children to marry early.

Thornton and Freedman (1982) found that the expected age at marriage was substantially lower in 1960 than in 1980. There was very little change in the proportion planning to marry, there was a substantial change in marital timing plans between 1960 and 1980 (Table I).

Age As A Factor In Marriage

Age is one of several important factors that tend to limit the choice of a marriage partner. Age at marriage is associated with age at which physical maturity is reached, the age at which marriageable persons of the two sexes are concentrated, the age at which self-

TABLE I
PERCENTAGE DISTRIBUTION OF RESPONDENTS, BY IDEAL AND EXPECTED
AGES AT MARRIAGE, 1960 AND 1980*

Age	Ideal Age at Marriage, 1980		Expected Age at Marriage			
			1980		1960	
	Sons (n=466)	Daughters (n=449)	Men (n=12,907)	Women (n=14,086)	Men (n=5,884)	Women (n=6,467)
18	0.0	0.0	0.2	0.9	0.4	1.6
18	0.2	0.4	0.9	5.2	1.8	8.4
19	1.3	3.6	2.3	6.0	3.8	10.6
20	3.4	8.5	6.7	11.1	8.7	17.2
21-22	16.9	21.4	19.5	24.8	24.9	32.5
23-24	25.3	26.9	23.9	24.7	27.0	19.1
25-26	32.5	24.5	23.5	15.7	16.9	4.8
27-29	11.5	5.3	8.1	4.1	5.3	0.9
30	4.1	1.3	4.8	1.4	2.2	0.3
Already Married	0.4	5.4	0.4	1.3	0.8	1.6
Don't Expect to Marry	3.9	2.7	9.7	4.8	8.2	2.8
Total	100.0	100.0	100.0	100.0	100.0	100.0
Median Age	25.1	23.8	24.7	23.1	23.7	21.6

*Thornton and Freedman, 1982.

support begins and the like (Glick and Landau, 1950). Some, if not all, of these items vary from one racial, religious, or economic group to another and among persons within any one group.

One of the measures of popularity of marriage is the age at which people marry. The age at marriage has been steadily decreasing since the turn of the century, with contemporary Americans marrying at a younger age than their parents, who married at a younger age than their grandparents (Saxton, 1980). In 1980, for example, the median age for first marriages among men was 26.1 years and for women, 22.0 years. In 1982, the median age for men was 25.2 years and for women, 22.5 years (see Table II). It must be noted, however, that the median age for first marriage in the United States has been rising since 1960, although people are still marrying at a younger age than they did in any prior generation from 1980. Moreover, the proportion of the population marrying has been steadily increasing since the turn of the century (see Table III).

A study by Elder (1972) showed that age at first marriage would vary directly with the relative rewards—costs of marriage and other roles, with marital prospects and with the availability of alternate activities, such as higher education. There were five conditions which favors early marriage pattern: A parental model of early marriage (low status, young parents, etc.); a family environment which provides considerable freedom to associate with boys away from home; strong desire for social status advanced heterosexual involvement and low academic achievement and domestic interests.

According to Bayer (1969) socio-economic status, aptitude, educational plans, and marriage expectations are positively and

TABLE II

MEDIAN AGE AT FIRST MARRIAGE IN THE UNITED STATES, 1890-1982

Year	Men	Women
1890	26.1	22.0
1900	25.9	21.9
1910	25.1	21.6
1920	24.6	21.2
1930	24.3	21.3
1940	24.3	21.5
1950	22.8	20.3
1960	22.8	20.3
1970	23.2	20.8
1980	24.7	22.0
1981	24.8	22.3
1982	25.2	22.5

Source: Bureau of the Census. Current Population Reports Series. P-20. No. 381, Household and Family Characteristics. March 1982. United States Government Printing Office, Washington, D.C., 1983.

TABLE III
PROPORTION OF THE POPULATION EVER MARRIED IN THE UNITED STATES,
1900-1980

Age Groups, Years	1900	1910	1920	1930	1940	1950	1960	1970	1982
Males:									
14 to 19	0.9	1.0	1.8	1.5	1.5	2.9	3.3	2.6	9.9
20 to 24	22.2	24.7	29.1	29.0	27.8	41.0	46.9	45.3	26.7
25 to 29	54.1	57.1	60.5	63.2	64.0	76.2	79.2	80.9	57.9
30 to 34	72.3	73.9	75.8	78.8	79.3	86.8	88.1	90.6	73.4
35 to 44	83.0	83.3	83.8	85.7	86.0	90.4	91.9	93.3	81.4
45 to 54	89.7	88.8	88.0	88.6	88.9	91.5	92.6	92.5	84.9
Females:									
14 to 19	9.4	9.8	10.8	10.9	10.0	19.4	13.5	9.7	14.4
20 to 24	48.4	51.5	54.4	53.9	52.8	67.7	71.6	64.2	42.4
25 to 29	72.4	75.0	76.9	78.3	77.2	86.7	89.5	89.5	67.4
30 to 34	83.4	83.8	85.1	86.8	85.3	90.7	93.1	93.8	75.4
35 to 44	88.9	88.6	88.6	90.0	89.6	91.7	93.9	94.8	79.4
45 to 54	92.2	91.4	90.4	90.9	91.3	92.2	93.0	95.1	78.3

Source: U. S. Department of Commerce, Bureau of the Census.
Statistical Abstract of the United States, 1983-1984.
 Washington, D.C.: U. S. Government Printing Office, 1983.

significantly related to the age at marriage among young people. Of the four variables expected age at marriage is shown to be the best single predictor of actual marriage age. In a study by Burchinal and Chancellor (1963) religious affiliation was also related to ages at marriage. Undoubtedly, there are important variables in the implicit and explicit emphases given to the meaning of marriage by various denominations.

Lee (1977) suggested that people who marry young are unprepared for the mate-selection process and marital performance, experience relatively low marital satisfaction as a result, and therefore appear disproportionately in divorce statistics. It was further explained that the young may experience less satisfaction with marriage not because of objectively low standards of living, but because they may have entered marriage with unrealistic optimistic expectations for socio-economic attainment.

Common Marital Problems

From a developmental perspective, men and women who marry early, before they have settled their concerns about identity and independence, may find their choices inappropriate later. Some individuals are prepared to cope with the tasks of marriage at an early age; others may still be burdened by excessive dependency needs, unrealistic expectations of their partners, or unresolved psychological issues, which make the commitment to an intimate relationship difficult or premature (Nadelson and Notman, 1981).

In a study conducted by Thornton and Freedman (1982) 75 percent of the high school seniors rated marriages as their most likely future

course and over 80 percent said that they probably or definitely would prefer having a mate for most of their lives.

Stinnett (1971) states that the greatest proportion of respondents felt that love was the primary purpose of marriage, while the second largest proportion perceived companionship as the primary purpose.

A study by Ganong et al. (1981) also had examined the attitudes of adolescent from single parent, reconstituted and intact families. Male adolescents emphasized the "best thing about marriage" is the "sexual aspects," whereas females focusing on "sharing and trusting in your spouse." Responses to "the worst thing about marriage is" indicated females considered "arguments and poor communication" whereas males considered "financial problems and responsibilities."

He has also measured the marriage role expectations of adolescents. Male and females differed significantly in their marriage role expectations. Female adolescents held more equalitarian attitudes toward marriage roles than males in all three different family structures. A sex difference in sex-role attitudes, with males being more traditional than females was found.

Dunn (1960) recognized that the potential for conflict or disillusionment inherent in the nature of role expectations of these adolescents. Inconsistencies, unrealistic expectations, and differences in response offer fertile ground for future conflict.

The above research were supported by Keller, Maxwell and Ritzert (1978) that females had significantly higher scores than males on marriage role expectation Inventory, had consistently higher mean scores on each sub-scale, representing more equalitarian expectations.

There were no significant differences between freshman and seniors on sub-scale scores of marriage role expectations. But on the contrary, Whatley and Appel (1973) noted that seniors tended to be less traditional and more homogeneous in their sex role expectations than freshman.

Kitson and Sussman (1982) noted that lack of effective communication as the most important reason for marital failures, would seem to reflect the importance attributed to mutual listening, understanding, and the ability and freedom to share one's real feeling with another.

Stinnett (1971) examined the attitudes of college students between the age group 20-23 years toward marriage. The major area of concern was the effective communication between couples and second concern was the money. These were two areas which create problems in marriage relationship.

Using 120 couples, Jorgensen and Gaudy (1980) found marital satisfaction is greatest when marital communication is moderate. Satisfaction is believed to decrease if disclosure is too little or too much.

Walters, Parker and Stinnett (1972) identified college students' perceptions concerning marriage. Church attendance was closely associated with marital satisfaction. Respondents who perceived the church as being the source of greatest influence upon the formation of their attitudes toward marriage received the most favorable mean FPM (Favorableness of Perceptions concerning Marriage) scores. Families which are religiously active, using church attendance as an indication of religious activity, have a lower divorce rate than nonreligious families.

A study done by Bartz and Nye (1970) reported that people who marry young experience lower marital satisfaction because of lack of preparation for marital role performance. Young couples also tend to have little religious interests than who marry late.

Hobart (1958) has described pre- and postmarital disillusionment and its relationship to romanticism. It was found in studying the personal response patterns of subjects at various courtship stages to the marital role inventory items that many items stimulated a cyclic response pattern from subjects at different stages of courtship. This cyclic pattern of opinions was such that non-daters' and married people's opinions on an item were similar, but going steady and/or engaged couples' opinions differed significantly from non-daters and married people's opinions. Therefore it is suggesting that there may be a shift in opinion from initial "realism" to "unrealism", and back to "realism".

Data also showed little evidence of disillusionment during pre-marriage courtship transitions. Postmarital disillusionment is not equally strong in all fifteen areas, but appears to be especially characteristic of the areas of personal freedom, marital roles, having children, in-law relationships, values on neatness, values on savings and money, and attitudes toward divorce.

Further it was identified by Hobart (1960), the attitude changes during courtship and marriage. It was demonstrated that marriage role opinions do change, and change differentially at different stages of courtship. The pattern of marriage opinion changes shows a straight line trend, with maximum change between the casual dating and marriage stages, and minimum changes between the advanced courtship

and marriage stage.

In an article by Krich and Blum (1976) marriage is described as a disappointing experience. He reported that husbands often say their wives nag and wives often say their husbands are stingy but closer examination reveals that the real problem is shattered dreams and expectations. There are personal and social forces that help to create unrealistic and romantic expectations.

Schulman (1974) had investigated the process of idealization between engaged couples both theoretically and operationally. The results indicate that the idealistic and realistic couple cannot be distinguished from each other through the use of a standard engagement adjustment questionnaire. In fact, among couples who are all high in number of disagreements, the idealizers are significantly higher in the engagement adjustment questionnaire than realists and/or pessimists. In other words, the realists and pessimists seem to recognize their conflict areas while the idealists do not.

Moss and Gingles (1959) interviewed 110 girls in Nebraska to see readiness for marriage, reasons for marriage, future planning, leisure time activities, sex and relationship with parents, friends and community. In general, their responses indicated an orientation towards marriage as the basic goal in their lives and they expected to follow the traditional role of wife and mother.

If judged by indices from marriage success studies, they were not ready for marriage; by their own criteria for readiness, 95 percent were very ready. Leisure time activities and interest areas of these young couples seem to emphasize the separate man and woman worlds in which they have been conditioned. Their plans for a traditional

husband-wife relationship, combined with a small family and early childbearing may put stress upon their later relationship. Marital sexual relations did present a problem for many of them.

Ryder (1973) examined three groups of couples in different stages of their lives. The results indicated that wives who had given birth were significantly more likely to report that their husbands were not paying enough attention to them. Comparison between wives in childless couples and those in the second group showed a significant differences in Marriage Dissatisfaction. Those who did not know they were pregnant during the pre-test showed more dissatisfaction than wives who had no children. It shows that marriage dissatisfaction increases with the birth of the first child.

Swaim (1984) has also measured the changes in attitudes across four stages of marriage and engagement. Results showed that married couples have more dissatisfaction in communication, more traditional in roles and religion, high scores concerning children and marriage and more realistic in their expectation than engaged couples.

Summary

As this review indicates there have been many changes in attitudes of married and unmarried persons. Young people are not prepared and ready for marriage. These are various issues and concerns of youth which needs to be dealt by family life education and counselors, to help unmarried persons. Also extensive research could be done to better prepare the young adolescent to deal with changes during dating, courtship, engagement and marriage.

CHAPTER III

METHODOLOGY

This chapter concerns the methodological aspects of the study. The following research procedures provided the format for obtaining information about effects of readiness for marriage on marital attitudes of unmarried persons. Additionally, it also provided the information about establishment of reliability for INFORMED Inventory. The procedure involved determining (1) type of research, (2) subject selection, (3) instrumentation, (4) data collection procedures, and (5) analysis of data.

Type of Research

The most frequently used method of research in the Social Science is Descriptive Research. Isaac and Michael (1983) define the characteristics of Descriptive Research:

Descriptive research is used in the literal sense of describing situations or events. It is the accumulation of a data base that is solely descriptive--it does not necessarily seek or explain relationships, test hypotheses, make predictions, or get at meanings and implications, although research aimed at these more powerful purposes may incorporate descriptive methods (p. 46).

The present study is descriptive research. The data for this research were accumulated by the survey method. The survey method provide detailed factual information, identifies problems and could be used to

make comparisons and evaluations into the topic of effect of readiness for marriage on marital attitudes of unmarried persons.

Subject Selection

This research project used a purposive sampling procedure. Although the sample for this study was not random and therefore non-probability, an attempt will be made in Chapter IV to describe the characteristics of research population and to relate them to existing norms of the population of single students.

The subjects needed for this study were single persons, who are not necessarily engaged. Since high school and college populations provide good sources for single, non-engaged individuals, attempts were made to gain a diversified sample from both of these groups. The sample for the present study represented 923 single persons who responded to a Background Information Form and the INFORMED Inventory.

In the Fall of 1980, a random sample of college students living in a residence hall at Oklahoma State University was taken. The goal for the dormitory sample was to obtain responses from a diverse population of students not limited to a specific academic major.

The second sample used in this study included two high school family living classes, one a parochial high school and another a public high school, from the metropolitan areas of Tulsa and Oklahoma City. The age range for this sample was 17-19 years and the data were collected in 1981.

The third sample used in this study included college marriages classes at Oklahoma State University during 3 semesters from 1982 and 1983. This sample is mostly female, however, student majors are

representative of the University population. The purpose of this sample was to include the population most likely to use the INFORMED Inventory after validation.

Instrumentation

Two instruments, the INFORMED Inventory and the Background Information Form, were utilized to accomplish the objectives of this study. The Background Form is found in Appendix B and records aspects of the personal history of each individual. Personal histories include age, family size, major interest, education, parental education and income, religiosity, ethnicity, previous marriage education, and dating history.

INFORMED Inventory

The INFORMED Inventory was the primary instrument used to assess respondent's beliefs, attitudes, opinions and feelings about marriage relationships, who are single or non-engaged individual.

The INFORMED Inventory used for this study was developed by Fournier (1981), consisted of 152 items that address a wide range of marital problems from 12 content categories: idealism, expectations, personality, roles, communication, conflict resolution, finances, leisure, children, family and friends, religion, and sexuality. Each of the items were answered using the format in Table IV. There is no "undecided" answer for the respondent therefore requiring him or her to make a choice in one direction or the other.

TABLE IV
INFORMED RESPONSE FORMAT

1	2	3	4	5	6
Strongly Agree	Agree	Agree More Than Disagree	Disagree More Than Agree	Disagree	Strongly Disagree

Appendix A lists each item by category along with the placement found in the Inventory. Each content category consists of 12-17 items. Table V is a list of INFORMED categories and the item numbers from the questionnaire make up each scale. In each scale of INFORMED Inventory items were marked positive or negative to get the total score on each category. This positive and negative response format ensures that answers are not in one direction. It counterbalances response bias. The random placement of each item is to assure item independence so that respondents can answer each question as a separate entity. Appendix A lists each item in detail. Johnson (1982) had completed an initial reliability analysis on the INFORMED Inventory and found that all but one scale meets the minimum requirements for research. The scale reliabilities range from a low of .40 to a high of .88. Only the Family and Friends category (.07) has a questionable reliability. For the purpose of this research project reliability has been again analyzed to determine acceptable levels.

TABLE V
INFORMED CONTENT TITLES AND ITEM NUMBERS IN EACH CATEGORY

Category Number	Category Name	Number of Items	Item Numbers*
I	Expectations	12	A7, A19, B6, B18, C8, C21, <u>D25</u> , D12, E13, F2, G4, F16
II	Sexuality	17	A9, A21, B8, B20, C10, C14, D1, <u>D5</u> , D14, D18, E2, E19, E6, <u>E15</u> , F4, F18, G6
III	Idealism	12	<u>A5</u> , <u>A17</u> , <u>B4</u> , <u>B16</u> , C6, C19, <u>D10</u> , D23, <u>E11</u> , F14, <u>E24</u> , G2
IV	Personality	14	A12, A24, B12, <u>E5</u> , C1, E18, C13, D4, D17, <u>F7</u> , F21, <u>G9</u>
V	Roles	12	A4, <u>A16</u> , B3, B15, C5, C18, D9, <u>D22</u> , E10, <u>E23</u> , F13, <u>G1</u>
VI	Communication	13	A6, A18, <u>B5</u> , B17, C7, <u>C20</u> , D11, D12, F1, <u>F15</u> , G3, D24, G10
VII	Conflict Resolution	12	A3, A15, B2, B14, C4, D8, D21, <u>E9</u> , E22, F12, <u>F24</u>
VIII	Finances	13	A1, <u>A13</u> , A25, <u>B12</u> , C2, <u>C15</u> , D6, D19, E7, <u>E20</u> , <u>F10</u> , F22, <u>G5</u>
XI	Leisure	11	A8, A20, <u>B7</u> , D13, B19, C9, C22, E1, <u>E14</u> , F3, <u>F17</u>
X	Family and Friends	12	A2, A14, <u>B1</u> , <u>B13</u> , C3, <u>C16</u> , D7, <u>D20</u> , <u>E8</u> , <u>E21</u> , <u>F11</u> , F23
XI	Religion	12	<u>A11</u> , <u>A23</u> , B10, <u>B22</u> , C12, <u>D3</u> , D16, <u>E4</u> , <u>E17</u> , <u>F6</u> , F20, G8
XII	Children	12	A10, A22, B9, B21, <u>C11</u> , D2, <u>D15</u> , E3, E16, F5, <u>F19</u> , G7

*Items underlined are reversed (1=6, 2=5, 3=4, 4=3, 5=2, 6=1) prior to scoring to account for positive and negative slants built into each question.

Background Information Form

The Background Form of INFORMED described demographic information about each respondent (see Appendix B). The items in the Background Form provided specific information for the following variables:

1. Sex of respondents;
2. Residence of respondents;
3. Annual income of respondents' parents;
4. Age of respondents;
5. Current major of respondents;
6. Education of mother, father and self;
7. Occupation of mother and father;
8. Religious preference of respondents;
9. Religiosity of respondents;
10. Ethnic background of respondents;
11. Respondents ever had sex education class and when;
12. Number of people dated during 13-19 years of age;
13. Current plans for marriage of respondents;
14. Respondent's thinking of good age to marry;
15. Respondent's thinking if the women get pregnant, get married.

The information collected from the above variables were used to form the independent variables. For the purpose of this study age of the respondents and good age to marry were two independent variables selected to see the effect of readiness for marriage and age of the respondents on their marital attitudes.

Readiness for Marriage

This study examines the marital attitudes of single persons in four

stages of readiness for marriage. The independent variable "Good Age to Marry" was compared with respondent's current age and computed to form the four groups of single persons. A person's response to what is a "good age for marriage" was subtracted from their current age in years to form four groups of persons. A frequency on this variable (Readiness for Marriage) had a range of 23 years older than "good age for marriage" to 36 years younger than "good age for marriage." The average was 2.4 years younger than good age to marry. These scores were recorded into four groups as follows:

- Stage 1: Single persons who are least ready for Marriage;
single persons who are 4 or more years younger than
what they considered good age to marry.
- Stage 2: Single persons who are not ready for Marriage;
single persons who are 2-3 years younger than what
they considered good age to marry.
- Stage 3: Single persons who are almost ready for Marriage;
single persons whose current age is about one year
away from what they considered a good age to marry.
- Stage 4: Single persons who are most ready for Marriage;
single persons whose current age is equal or older
than what they considered good age to marry.

Age of Respondents

The ages of the respondents were also computed to form the four groups. The independent variable "Age of the respondents" was divided approximately in four equal numbers, i.e. twenty-five percent in each group. These four groups are: Less than 19 years,

19.00-21.00 years, 21.00-22.4 years, 22.5 and over years of age to determine the effect of age of respondents and readiness for marriage on their marital attitudes.

Data Collection

INFORMED Inventory and Background Form were given to the respondents. Each respondent was requested to complete both the forms. Although a time limit was not given, average completion time for INFORMED Inventory was 30-40 minutes.

Confidentiality of the respondents was maintained through the use of an identification number on each set of instruments that subjects received. Persons who were filling out the Inventory were told by the researcher about the purpose of the study. After completion of the Forms, respondents were asked to carefully check all items on their booklet.

Analysis of Data

Analyses were conducted through the facilities of the computer center at Oklahoma State University. The statistical procedures used came from the Statistical Package for the Social Sciences (SPSSX) computer program (SPSSX User's Guide, 1983) available at Oklahoma State University.

In analyzing the data presented in this study, mean raw scores for all twelve INFORMED categories were calculated for seven different sub-populations of unmarried persons. The mean scores for each INFORMED category were assessed to ascertain the main similarities and differences existing among seven sub-populations characteristics.

These are:

1. Sex (male, female);
2. Current Educational Status (college and high school);
3. Residence (farm, non farm, small town, large town, small city, large city);
4. Parents' Income (under \$7,000, \$7,000-9,999, \$10,000-14,000, \$15,000-19,000, \$20,000-24,999, \$25,000-29,000, \$30,000-34,999; \$35,000 and over);
5. Dating History (0-2 persons, 3-5 persons, 6-10 persons, 11-20 persons, over 20 persons);
6. Plans for Marriage (Yes, No);
7. Religious Preference (Not listed, Baptist, Catholic, Christian, Other Protestant).

An analysis of variance was completed on each scale through the use of the Breakdown program in the SPSSX statistical package. BREAKDOWN compares sub-population means and computes the F-Ratio of differences between means. F-Ratios are calculated by the total within group homogeneity as determined by variance and weighted according to the number of cases in each group. A significant F-Ratio indicated important differences among different sub-populations.

The goal of this research was to examine the differences between four groups of unmarried persons (Least Ready for Marriage, Not Ready for Marriage, Almost Ready for Marriage, and Ready for Marriage) and to determine if there were significant differences found between these four groups. These four stages of readiness for marriage and age of respondent serve as Independent variables. The dependent variables consist of the twelve subscales of INFORMED scale. They are: Resolving

Conflicts, Personality Issues, Idealism, Financial, Family and Friends, Roles, Expectations, Leisure, Sexual, Children, Religion and Communication. The statistics most used to assess this type of data is the one-way Analysis of Variance (ANOVA).

The one-way ANOVA was used to determine whether there was any overall significant difference between the means of stages of readiness for marriage and four groups by age. It also has a more accurate estimation of population variance than most other tests, since it can base its estimate on all sample data. The F-ratio is used in relation with one-way ANOVA to determine if there is a significant difference between groups to indicate a statistically significant difference (Gehring, 1978).

The Tukey-HSD was used with ANOVA to determine significant difference between the four groups of age and unmarried persons ready for marriage. Each defined stage or group will have a mean score for each scale; therefore, there are six possible combinations of groups of means for each scale. The Tukey which also is called an Honest Significant Difference shows where the significant differences between group lies at the .05 level or lower.

Establishing Reliability

Reliability means the consistency between measurements in a series. According to Stanley (1971) reliability refers to the accuracy (consistency and stability) or measurement by a test. Any direct measurement of such consistency obviously calls for a comparison between at least two measurements. The two measurements may be obtained by retesting an individual with the identical test. The theory behind reliability

testing is to have a scale capable of testing items of a similar nature which measure as similar characteristics. Items interrelatedness, therefore, is an important consideration to reliability measurement.

A test may measure reliability at one level of performance and unreliably at another level (e.g. items too difficult for some cause them to guess, yielding "reliable" but changed results; items too easy for others provide "reliable but nondiscriminatory" information). The difficulty level of a test must be adjusted to the purposes of the testing. Although multiple methods of calculating reliability coefficients were used to allow comparison, coefficient Alpha (Cronbach, 1951) is considered to be one of the most useful assessments for new measurement techniques. According to Nunnally (1967), "Coefficient Alpha provides a good estimate of reliability in most situations, since the major source of measurement error is because of the sampling of content." Coefficient Alpha measures the reliability based on the average correlation among items. Highest possible Alpha will be determined for the best combinations of items within any of the given scales. Items which have low reliability will be removed to increase the reliability of the scale.

Split-half is an alternate method of measuring the internal consistency of a scale. It is a process of dividing the items of test independently into two equivalent halves. If there is internal consistency within the diagnostic tool there should, therefore, be similar scores on both halves. Split-half reliability is considered to be a maximum likelihood estimate meaning that the actual reliability is probably lower. For the purpose of this research project Alpha relia-

bility has been calculated. Alpha determines which item raises or lowers the overall scale reliability by deleting each item one by one and recalculating alpha. Therefore, this is the best method in the assessment of reliability for new scales.

Operational Hypotheses

The following operational hypotheses were developed to reach the goals of this research:

1. INFORMED scales will demonstrate higher acceptable levels of reliability, greater than .50 alpha, with a larger sample size.
2. Subjects with higher readiness for marriage will have significantly higher scores on the 12 scales of INFORMED Inventory than subjects with lower readiness for marriage.
3. Older subjects will have significantly higher scores on the 12 scales of INFORMED Inventory than subjects who are younger.

CHAPTER IV

ANALYSIS OF THE DATA

This study was designed to examine the effect of readiness for marriage and age of respondents on the marital attitudes of single persons. Readiness for marriage has been divided in four stages as previously defined. The second goal of this project was to reevaluate the reliability of INFORMED Inventory. The first section of Chapter IV deals with background characteristics of the respondents. The second section summarizes the analysis of research questions along with reevaluation of reliability for INFORMED Inventory.

Characteristics of Respondents

Background information collected on this population was recorded on a standardized Information Form. Table VI presents a description of the 923 students who participated in this study. Seventy percent of the respondents were female; while 30 percent of the respondents were male.

Individuals ranged in age from under 18 to over 40 years old and were divided into four groups. Less than 19 years old age group represented 25 percent of all respondents. Fifty percent of the respondents were in the age group 19-21; while 24.6 percent were between ages 21-22.4 years. The remaining respondents were 22.5 years and over in age. Of the total sample 77.7 percent were college students

and 22.3 percent were high school students.

The majority lived in a residential area with a population less than 100,000 (53.9%). Forty-six percent of the students lived in an area with a population more than 100,000. The majority of the respondents' parental income was \$35,000 and over (47.7%). Twenty-seven percent sample was in the range of \$25,000-34,999 and the rest of the sample was in the category of less than \$25,000.

Education of father was higher than mother. The majority of fathers had completed graduation (32.3%) or some college (22.4%). Whereas the majority of mothers had completed either some college (32.6%) or finished high school (33.0%). Nine percent of mothers and 20.6 percent of fathers had some professional school education. For mothers, only 4.1 percent had less than high school education and in the case of fathers, it was 5.3 percent.

The largest occupational category for mothers was that of housewife (32.7%), and second largest proportion was other professional (23.9%). Least occurring occupation for mother was unemployed (0.7%). The largest occupational category for fathers was that of professional (33.8%) and least occurring was either househusband (0.1%) or unemployed (0.1%).

The most frequent student religious preference was Catholic (28.8%). Of those students surveyed, 70.1% described themselves as being "somewhat religious" while only 0.3% of the respondents were "quite opposed" to religion. Ninety-three percent of the sample was white, the remaining 7% were black, Asian American, Spanish and other.

A great proportion of the respondents did not have any plans for marriage (66.4%). Most of the respondents had some "sex education

TABLE VI
CHARACTERISTICS OF THE SUBJECTS

Characteristic	f	%	Characteristic	f	%
<u>Sex</u>			<u>Occupation of Father</u>		
Female	637*	70.1	Professional	294	33.8
Male	272	29.9	Other Professional	215	24.7
<u>Class</u>			Skilled	10.7	12.3
High School	206	22.3	Sales	75	8.6
College	717	77.7	Laborer	24	2.4
<u>Age</u>			General Services	16	1.8
Less than 19	227	25.0	Rancher	26	3.0
19-21	234	25.8	Househusband	1	0.1
21-22.4	223	24.6	Retired	39	4.5
Over 22.5	224	24.7	Unemployed	1	0.1
<u>Residence (Size of City)</u>			Other	73	8.4
Under 100,000	488	53.9	<u>Religious Preference</u>		
Over 100,000	418	46.1	Agnostic	50*	5.5
<u>Parental Income</u>			Baptist	16	1.8
Less than \$25,000	226	25.3	Catholic	261	28.8
25,000-34,999	241	27.0	Christian	175	19.3
35,000 and over	426	47.7	Episcopal	136	15.0
<u>Education of Mother</u>			Jewish	15	1.8
Professional School	86*	9.5	Other	252	27.8
College Graduate	180	19.8	<u>Degrees of Religiosity</u>		
Some College	296	32.6	Very Religious	209*	23.1
Finished High School	299	33.0	Somewhat Religious	633	70.1
Less than High School	37	4.1	Not Important	58	6.4
Grade School	4	0.4	Quite Opposed	3	0.3
Don't Know	5	0.6	<u>Ethnicity (Optional)</u>		
<u>Education of Father</u>			Black	28	3.0
Professional School	186*	20.6	White	842	93.5
College Graduate	291	32.3	Asian American	17	1.9
Some College	202	22.4	Spanish Descent	8	0.9
Finished High School	157	17.4	Other	7	0.8
Less than High School	48	5.3	<u>Sex Education Class</u>		
Some High School	7	0.8	Yes	489*	53.9
Grade School	10	1.1	No	419	46.1
<u>Occupation of Mother</u>			<u>Plans for Marriage</u>		
Professional	39*	4.3	Yes	299*	33.6
Other Professional	215	23.9	No	592	66.4
Skilled	10	1.1	<u>Good Age to Marry</u>		
Sales	248	27.6	18-23	466	53.4
Laborer	18	2.0	24-25	407	46.6
General Services	22	2.4	<u>Marriage Due to Pregnancy</u>		
Student	6	0.7	Yes	83*	9.3
Housewife	294	32.7	No	813	90.7
Retired	8	0.9	<u>Readiness for Marriage Stages</u>		
Unemployed	6	0.7	Least Ready	277	32
Other	32	3.6	Not Ready	236	27
			Almost Ready	153	18
			Ready for Marriage	202	23

*n = 923, deviations from 923 represent missing values.

class" (53.9%). But 46.1% also reported that they did not have any sex education class.

A majority of respondents (53.4%) considered 18-23 years of age as a "Good Age For Marriage" while 46.6 percent believed that 24-25 years was a good age for marriage. Findings reported by Thornton et al. (1982) indicated that young people considered twenty-five years of age as the ideal age for marriage. However, the overall distribution in the present study is much more toward the younger ages. A vast majority of respondents (90.7%) also think that couples should not marry if pregnancy occurred.

Subjects who were least ready for marriage (32%) and subjects who were ready for marriage (23%) represented the largest groups. Twenty-seven percent of respondents were "not ready for marriage", while only 18 percent were "almost ready" for marriage. Therefore, a majority of the respondents fell under the category of either "least ready for marriage" or "ready for marriage".

Normative Scores for Important Subpopulations

The mean scores for each INFORMED category was assessed to determine the main similarities and differences existing between seven subpopulation characteristics. BREAKDOWN is the SPSS procedure which compares subpopulation means and computes the F-ratio of differences between means. A significant F-ratio indicates important differences among different subpopulations (Table VII).

The most significant differences between males and females were in the areas of expectations, personality, religion, conflict resolution,

TABLE VII

NORMATIVE STRUCTURE OF INFORMED CATEGORY SCORES FOR IMPORTANT PREMARITAL SUB-POPULATIONS

Background Characteristics		INFORMED Scale Scores (\bar{x})											
		ID	EX	PR	RE	CR	RO	CO	FI	FF	CH	LE	SE
<u>Total Population</u>	(n=905)	37.0	48.9	60.9	48.0	48.6	51.4	48.2	54.5	46.1	51.0	46.0	68.2
<u>Sex</u>													
Males	(n=271)	37.8	47.8	57.6	46.3	47.6	49.6	47.6	53.5	45.7	49.7	44.4	66.3
Females	(n=634)	36.6	48.5	62.2	48.7	49.1	52.1	48.5	54.9	46.3	51.4	46.6	68.9
F-Ratio		5.9	7.3	70.6	10.3	15.6	16.1	3.1	12.5	3.9	13.4	20.4	20.4
		*	**	***	**	***	***	n.s.	***	*	***	***	***
<u>Current Educational Status</u>													
High School	(n=713)	36.3	49.2	61.7	48.3	49.3	50.9	49.2	54.8	46.3	51.6	46.5	69.0
College	(n=206)	38.9	45.7	57.7	46.9	46.4	52.7	44.9	53.4	45.5	48.5	44.2	65.4
F-Ratio		20.3	46.3	43.9	2.6	55.7	6.9	68.5	9.8	4.4	37.9	21.5	32.3
		***	***	***	n.s.	***	**	***	**	*	***	***	***
<u>Residence</u>													
Farm	(n= 78)	37.3	48.7	62.3	51.3	49.1	47.4	48.9	53.6	46.9	51.3	44.7	69.2
Nonfarm	(n= 31)	34.8	50.1	61.2	44.5	49.8	53.1	50.3	56.7	46.0	51.4	46.2	69.4
Small Town	(n= 55)	36.1	48.8	62.2	49.0	49.1	50.6	49.2	53.9	46.2	51.2	46.7	67.5
Large Town	(n=148)	35.5	49.6	62.5	47.8	49.9	52.2	49.9	55.2	46.6	51.8	46.9	68.8
Small City	(n=172)	37.3	48.8	61.5	49.1	48.6	50.9	48.6	55.1	45.9	51.8	46.5	68.9
Large City	(n=418)	37.7	47.6	59.5	47.1	47.9	51.9	47.1	54.1	45.9	50.1	45.5	67.1
F-Ratio		2.9	2.9	4.9	3.4	3.7	4.4	5.4	2.6	1.3	2.8	2.5	3.5
		*	*	***	**	**	***	***	*	n.s.	*	*	**

n.s.=not significant

*=P < .05

**=P < .01 > .05

***=P < .001 > .01

ID=Idealism; EX=Expectations; PR=Personality; RE=Religion;

CR=Conflict Resolution; RO=Roles; CO=Communication; FI=Finances;

FF=Family and Friends; CH=Children; LE=Leisure; and SE=Sexuality.

TABLE VII (Continued)

Background Characteristics		INFORMED Scale Scores (\bar{x})											
		ID	EX	PR	RE	CR	RO	CO	FI	FF	CH	LE	SE
<u>Parents' Income</u>													
Under \$7,000	(n= 9)	38.9	48.8	57.7	45.8	48.4	53.6	49.1	55.3	44.6	51.4	44.0	73.7
\$7,000-9,999	(n= 9)	37.3	45.9	57.4	50.4	46.3	49.0	43.6	50.0	44.1	50.0	41.1	65.3
\$10,000-14,999	(n= 34)	37.5	48.4	57.6	46.9	48.6	49.9	48.7	55.1	46.1	49.7	45.8	67.1
\$15,000-19,999	(n= 62)	34.5	50.1	62.3	44.7	48.6	54.3	49.9	56.3	46.1	51.9	46.9	69.5
\$20,000-24,999	(n=111)	36.5	48.2	60.3	49.8	48.4	49.6	48.7	55.1	46.1	50.7	46.1	68.1
\$25,000-29,999	(n=119)	36.9	48.7	60.4	48.9	49.1	50.5	49.1	54.5	46.3	50.3	45.5	68.2
\$30,000-34,999	(n=120)	37.1	48.3	62.1	49.2	48.7	51.8	48.5	54.8	46.6	50.9	45.8	68.6
\$35,000 and Over	(n=425)	37.5	48.2	60.9	47.5	48.6	51.7	47.5	54.7	45.9	51.1	46.1	67.8
F-Ratio		1.6	0.84	2.2	1.9	0.42	2.3	2.1	1.9	0.85	0.65	1.3	1.2
		n.s.	n.s.	*	n.s.	n.s.	*	*	n.s.	n.s.	n.s.	n.s.	n.s.
<u>Dating History</u>													
0-2 Persons	(n= 67)	36.4	47.9	59.8	49.3	49.2	50.8	47.6	53.1	47.1	50.9	45.9	67.3
3-5 Persons	(n=150)	37.5	47.4	59.6	48.4	49.5	51.4	47.8	55.2	46.9	50.1	45.5	67.6
6-10 Persons	(n=259)	37.6	47.9	60.7	46.9	50.1	51.9	47.8	54.4	47.6	50.9	45.5	67.9
11-20 Persons	(n=204)	36.2	49.2	62.1	48.3	50.5	51.5	48.9	54.7	47.8	51.4	46.7	69.3
Over 20 Persons	(n=163)	36.6	49.6	61.7	48.3	50.9	50.2	48.9	54.5	48.1	51.4	46.4	68.3
F-Ratio		1.5	3.3	2.9	1.1	2.1	1.1	1.4	1.7	1.8	1.1	1.4	1.4
		n.s.	*	*	n.s.	n.s.	n.s.	n.s.	n.s.	n.s.	n.s.	n.s.	n.s.
<u>Plans for Marriage</u>													
Yes	(n=298)	38.1	47.4	60.2	49.2	48.5	49.8	47.9	54.3	46.1	50.3	44.9	68.3
No	(n=590)	36.5	48.7	60.9	47.5	48.6	52.1	48.2	54.6	46.1	51.1	46.3	67.8
F-Ratio		9.6	7.4	1.8	5.6	0.15	14.6	0.26	0.40	.002	2.7	11.1	0.83
		**	**	n.s.	*	n.s.	***	n.s.	n.s.	n.s.	n.s.	***	n.s.

n.s.=not significant

*=P < .05

**=P < .01 > .05

***=P < .001 > .01

ID=Idealism; EX=Expectations; PR=Personality; RE=Religion;

CR=Conflict Resolution; RO=Roles; CO=Communication; FI=Finances;

FF=Family and Friends; CH=Children; LE=Leisure; and SE=Sexuality.

TABLE VII (Continued)

Background Characteristics		INFORMED Scale Scores (\bar{x})											
		ID	EX	PR	RE	CR	RO	CO	FI	FF	CH	LE	SE
<u>Religious Preference</u>													
Not Listed	(n= 50)	37.4	49.6	62.5	42.7	50.0	51.6	48.7	54.2	47.8	51.3	45.0	68.4
Baptist	(n=260)	37.1	47.9	61.4	52.1	50.1	49.6	47.9	54.0	47.6	50.5	45.5	68.2
Catholic	(n=175)	37.6	47.8	59.6	46.9	49.8	53.2	47.5	54.4	46.8	50.2	45.7	68.1
Christian	(n=136)	37.1	48.4	60.7	48.1	50.1	50.6	48.1	54.5	48.2	51.1	46.5	67.8
Other Protestant	(n=262)	36.4	49.2	61.1	46.8	50.3	51.9	48.9	55.1	47.7	51.5	46.4	68.3
F-Ratio		0.77	2.02	1.9	16.2	0.23	5.2	1.2	1.3	2.2	1.4	1.2	0.09
		n.s.	n.s.	n.s.	***	n.s.	***	n.s.	n.s.	n.s.	n.s.	n.s.	n.s.

n.s.=not significant

*=P < .05

**=P < .01 > .05

***=P < .001 > .01

ID=Idealism; EX=Expectations; PR=Personality; RE=Religion;
 CR=Conflict Resolution; RO=Roles; CO=Communication; FI=Finances;
 FF=Family and Friends; CH=Children; LE=Leisure; and SE=Sexuality.

roles, finances, children, leisure and sexuality. In each of these categories females scored higher than males. Therefore, it suggests that females have more realistic and practical views about marriage. Women are also more equalitarian in roles they play, more positive about children and sexuality, and more effective in their ideas about managing money after marriage.

The above research results support the findings of Keller et al. (1978) that females had significantly higher scores than males on marriage role expectation and representing more equalitarian expectations.

There were significant differences between means of college and high school students in all the scales of INFORMED Inventory, except in the area of religion. The major significant differences were in the category of idealism, expectations, personality, conflict resolution, communication, children, leisure and sexuality. College students scored higher in each category than high school. These findings suggest that students in college have a more mature and realistic attitudes toward marriage than high school students. A study by Whatley and Appel (1973) also noted some of the differences in attitudes of seniors and freshmen toward marriage. They reported that seniors tended to be less traditional and more homogeneous in their sex role expectations than freshmen.

When the subpopulation characteristic of residential setting was used for comparison, personality, religion, conflict resolution, roles, communication and sexuality were the categories where a significant difference was noted at <0.01 level. In some of the other categories like idealism, expectation, finances, children and leisure, a significant

difference was noted at 0.01 level. These significant differences were not large enough to create bias in the subpopulation characteristics.

In the area of parents income, not many significant differences were found. Only the categories of personality, roles and communication had significant differences at the 0.05 level. Expectations and personality were the two areas where significant differences were noted in relation to dating history. F-Ratios for expectations and personality were 3.3 and 2.9, respectively. The rest of the areas were non-significant in relation to the dating history of respondents.

There were few significant differences between those who have plans for marriage and those who do not. Idealism, expectations, religion, roles and leisure were the five categories where significant differences could be seen. It suggests that those who have plans for marriage are more realistic, equalitarian and have more practical views about marriage. Only two categories, religion and roles, had significant differences among Catholic, Christian, Protestant and Baptist religious preferences. Most of the areas were non-significant.

From the above research findings, it can be concluded that the majority of significant differences were between male/female, college/high school students and residential settings. Parents' income, dating history, plans for marriage and religion of respondents had some significant differences but the effects were minimal. It shows that women tend to be more realistic than men and that the degree of experience in male/female relationships also affects opinions and attitudes about marriage.

Analysis of Research Questions

Methods of analysis used to examine the research questions of this study were alpha reliability (Cronbach, 1951), ANOVA (one-way analysis of variance), and the Tukey-HSD. Alpha reliability was used to measure the reliability of all twelve content categories in the INFORMED Inventory. The ANOVA was used to determine the effect of readiness for marriage and age on INFORMED scores. The Tukey-HSD was used to determine whether a significant difference ($<.05$) exists between the stages of readiness for marriage and age groups.

Hypothesis I: INFORMED scales will demonstrate higher acceptable levels of reliability (greater than .50 alpha) with a larger sample size.

Reliability reflects the consistency between measurement in a series. Coefficient Alpha measures the reliability based on the average correlation among items. Highest possible Alpha will be determined for the best combinations of items within any of the given scales.

The total scale alpha is listed on the left half of the reliability summary (Table VIII) while the alpha for the best combination is listed on the right. The total scale alpha ranged from .89 to .13. All the scales in the INFORMED Inventory reached the minimal requirement of alpha (.50) suggested for research purposes with the exception of finances (total alpha .46) and family and friends (total alpha .13). The highest possible alpha was determined, going through the best combinations of items with any of the given scales. For example, items F11, B1, B13, D20 and E21 were removed from the family and friends scale, the highest possible alpha was .39 compared to .13. In the scale finances which also had a questionable reliability, the

TABLE VIII

SEQUENCE OF DETERMINING BEST ITEM COMBINATION FOR ALPHA RELIABILITY (n=923)

Informed Categories	# of Original Items	Total Scale Alpha	BEST COMBINATION RUNS									
			1st Run		2nd Run		3rd Run		4th Run		5th Run	
			# of Items	Alpha	# of Items	Alpha	# of Items	Alpha	# of Items	Alpha	# of Items	Alpha
Idealism	12	.776	--	--	--	--	--	--	--	--	--	--
Expectations	12	.666	D25* (11)	.67	--	--	--	--	--	--	--	--
Personality	14	.755	(E5) 13	.77	(F7) 12	.79	(A24) 11	.80	--	--	--	--
Leisure	11	.701	F17 (10)	.74	--	--	--	--	--	--	--	--
Roles	12	.838	(G1) 11	.85	--	--	--	--	--	--	--	--
Communication	13	.707	--	--	--	--	--	--	--	--	--	--
Conflict Resolution	12	.563	(F24) 11	.57	(E9) 10	.58	(E22) 9	.59	--	--	--	--
Finances	13	.460	(F10) 12	.48	--	--	--	--	--	--	--	--
Children	12	.682	D2 (11)	.69	(C11) 10	.69	A22 9	.70	--	--	--	--
Family & Friends	12	.129	(F11) 11	.22	(B1) 10	.27	B13 9	.35	(D20) 8	.37	(E21) 7	.39
Religion	12	.886	(G8) 11	.90	--	--	--	--	--	--	--	--
Sexual	17	.703	(D5) 16	.74	(D14) 15	.75	(E2) 14	.76	--	--	--	--

*(D25) refers to alpha with item D25 eliminated.

highest possible alpha was .48 after deleting one item from the scale.

The initial study of reliability had been completed by Johnson (1982) on the INFORMED Inventory. All but one scale met the minimum requirement for research. The reliabilities ranging from a low of .40 to a high of 0.88. Three scales, conflict resolution, finances, and family and friends, had lower reliability without deleting the items. After deleting the items on these scales, reliability reached 0.55 (conflict resolution), .50 (finances), and .35 (family and friends).

The hypothesis concerning reliability of INFORMED stated, "INFORMED scales will demonstrate higher acceptable levels of reliability (greater than .50 alpha) with a larger sample size". There were not many differences found in the reliability of all scales with a larger sample size. Only a partial difference was found in reliability of conflict resolution. After reevaluation it has increased from .55 to .59. The scales of finances and family and friends were not able to reach the minimal requirements for research. It is assumed that respondents of this age group were unable to answer questions regarding family, in-laws, friends and finances due to lack of experience in these areas. Therefore, it can be concluded that a larger sample size did not effect the overall reliability of INFORMED scales. Revisions in the INFORMED Inventory are in progress.

Hypothesis II: Subjects with higher readiness for marriage will have significantly higher scores on the 12 scales of INFORMED Inventory than subjects with lower readiness for marriage.

According to Hobart (1960), attitudes change during courtship and marriage. Changes in marital role opinions appear to be a rather straight line development with more change between the casual dating

and advanced courtship stages than between the advanced courtship and married stages. It appears that a person's opinion changes from a less mature attitude prior to marriage toward the more mature perspective of married people. There is a general shift from romanticism to a more realistic opinion as they come close to marriage.

The research findings dealing with effects of readiness for marriage on twelve content categories are presented in Table IX. Findings partially support the hypothesis that the subjects with higher readiness for marriage were significantly different on six scales out of twelve. INFORMED scales with significant differences include: communication, roles, personality, conflict resolution, religion and sexuality.

The scale of communication assesses an individual's ability to communicate, listen, share feelings, and emotions, either verbally or non-verbally. Analysis has shown that stage 1 individuals (least ready for marriage) have lower scores on the communication scale than subjects in other stages. There were significant differences between the subjects of stage 1 and 2 and 1 and 4. The subjects who were least ready for marriage have a difficulty with aspects of communication and/or have less understanding of the role of communication in marriage.

Stinnett (1971) examined the attitudes towards marriage by college students between age 20 and 23 years old. The major concern of young adults was effective communication in marriage relationship. Effective communication is the key in building a relationship. Ganong et al. (1981) also measured the attitudes of adolescents and mentioned that poor communication was the worst thing about marriage.

In the scale of roles, there were significant differences between

TABLE IX
MAIN EFFECT OF READINESS FOR MARRIAGE

Scale	Least Ready n=277		Not Ready n=236		Almost Ready n=153		Ready n=202		F-Ratio	ρ	Group Contrasts (Tukey HSD, $\alpha = P < .05$)					
	\bar{x}	Sd	\bar{x}	Sd	\bar{x}	Sd	\bar{x}	Sd			1 vs 2	1 vs 3	1 vs 4	2 vs 3	2 vs 4	3 vs 4
Idealism	37.4	7.1	36.9	7.1	36.6	7.2	36.8	7.2	0.5	n.s.						
Expectation	47.7	6.3	48.5	6.6	48.7	6.4	49.2	6.9	2.2	n.s.						
Personality	59.4	8.1	60.8	7.5	61.1	7.4	62.5	7.8	6.3	.0003			*			
Roles	52.9	8.2	51.2	8.9	50.5	8.4	49.6	8.5	6.5	.0002		*	*			
Communication	46.9	6.5	48.2	6.7	49.1	7.1	49.2	6.9	5.8	.0006		*	*			
Resolve	49.4	5.9	49.9	5.3	50.6	5.1	50.9	5.9	3.3	.001			*			
Finances	54.4	5.4	54.6	5.8	54.7	5.3	54.5	5.7	0.1	n.s.						
Leisure	45.6	5.9	46.3	6.5	45.9	5.8	45.9	6.2	0.6	n.s.						
Children	50.2	6.7	51.4	6.3	51.1	6.4	51.3	6.6	1.9	n.s.						
Family & Friends	45.8	4.1	46.1	4.6	45.9	4.1	46.7	4.1	2.1	n.s.						
Religion	46.1	10.4	48.9	10.5	48.8	9.7	49.3	10.7	5.1	.0018	*		*			
Sexuality	66.9	8.4	67.9	8.1	68.2	7.9	70.0	7.8	5.8	.0006			*		*	

the subjects of stage 1 and 3 and 1 and 4. But the mean scores decreased from stage 1 to stage 4. According to the definition of this scale, it assesses an individual's view of the assorted roles in marriage relationship. Low scores reflect a traditional view while high scores reflect a more equalitarian view. According to these findings, subjects in stage 1 appeared to be the most equalitarian in their views toward roles. Subjects who were most ready for marriage (stage 3, 4) became more traditional in views toward roles. These results corroborate the findings of others (Swaim, 1984) that married subjects are more traditional in views than engaged couples. It indicates that as individual become more ready for marriage, they appear to have more traditional views toward roles in marriage.

The category of personality reflects the role of an individual's personality in relationships. Examining the scale of personality, there were significant differences between stage 1 and 4. The mean score was consistently higher in 3 and 4 than stage 1 and 2. This suggests that subjects who are most ready for marriage realize the importance of fulfilling general needs and personality needs in their relationship. Subjects in stage 1 tend to underate the importance of personal issues, traits, habits, and attitudes in marriage relationships. According to Stinnett (1971), college students felt that compatibility of personalities was the most important factor in achieving a successful marriage.

Significant differences were found between stage 1 and 4 on the scale conflict resolution. The mean score was consistently increasing from stage one to stage four suggesting that subjects who were ready for marriage realize that problems occur in marriage relationship.

They believe that marriage conflicts and problems are more likely to be resolved through use of appropriate methods.

Religion refers to an individuals' attitudes and beliefs about the role of religion in the context of marriage. Bartz and Nye (1970) found that the young couples tend to have less religious interests than those who marry late. Significant differences were found between the subjects in stage 1 and 2 and 1 and 4. It appears that the subjects who are least ready for marriage have less traditional involvement in religious practices than subjects who are more ready. Similarly, there were significant differences between the subjects in stage 1 and 4. Therefore, persons who are ready for marriage tend to have more traditional involvement in religious practices and are more religious than those who are not ready for marriage.

The scale sexuality also shows significant differences between stage 1 and 4 and 2 and 4. The mean score was increasing from stage one to stage four which suggests that respondents who were in stage 1 have less realistic views about sexuality, have less understanding about sexual relationships, and greater problems expressing affection than those who were ready for marriage.

Although Hypothesis 2 was only partially accepted, significant differences were identified in some of the most important categories of INFORMED: communication, roles, personality, conflict resolution, religion and sexuality. Findings indicate that as the individual became more ready for marriage, they are more concerned and realistic about the role of communication, religion, sexuality, conflict resolution and personality in marriage relationships than those who are not ready for marriage.

Hypothesis III: Older subjects will have significantly higher scores on the 12 scales of the INFORMED Inventory than subjects who are younger.

According to Lee (1977), people who marry young are unprepared for the mate-selection process and marital performance. Individuals who marry at younger age, experience less satisfaction with marriage not because of objectively low standards of living, but because they may have entered marriage with unrealistic optimistic expectations for socio-economic attainment.

There were significant differences between the four groups of age in all the categories of INFORMED Inventory with the exception of roles. All eleven scales had significantly different attitudes reported between two or more of the four groups of age (Table X).

Analysis of the idealism scale showed that the significant difference were those between groups 1 and 3, 1 and 4, 2 and 4, and 3 and 4. High scores on this scale indicated that individuals were more idealistic and less realistic about marriage relationship. The mean score of younger subjects was higher than older subjects. Therefore, it indicates that as subjects get older, they begin to see each other as real rather than ideal.

Significant differences were found in the area of personality, communication, leisure, children, and sexuality between the groups 1 and 2, 1 and 3, 1 and 4, and 2 and 4. This mean score has consistently increased from group 1 to group 4. This trend indicates that older subjects have better understanding of the role of communication in marriage, better conception of the realities of parenthood and rationale for having children, more positive view of sexuality, and

TABLE X
MAIN EFFECT OF AGE

Scale	Less Than 19 Years n=227		19-21 Years n=234		21-22.4 Years n=223		Over 22.5 Years n=224		F-Ratio	ρ	Group Contrasts (Tukey HSD, $\alpha=P < .05$)					
	\bar{x}	Sd	\bar{x}	Sd	\bar{x}	Sd	\bar{x}	Sd			1 vs 2	1 vs 3	1 vs 4	2 vs 3	2 vs 4	3 vs 4
Idealism	36.7	6.6	37.2	7.8	36.9	6.7	34.9	6.9	10.6	.00001		*	*		*	*
Expectation	45.8	6.0	48.6	6.5	48.7	6.4	50.5	6.6	20.7	.00001	*	*	*		*	*
Personality	57.5	7.6	60.7	7.8	62.2	6.9	63.3	7.7	24.9	.00001	*	*	*		*	
Roles	52.6	7.8	50.9	9.2	50.8	8.7	51.2	8.8	2.1	n.s.						
Communication	44.9	6.2	48.7	6.6	48.9	6.6	50.3	6.9	27.7	.00001	*	*	*		*	
Resolve	47.9	5.4	50.5	5.7	51.1	5.3	51.1	5.7	16.4	.00001	*	*	*			
Finances	53.5	4.9	54.3	5.9	55.2	5.9	55.2	5.5	4.9	.002		*	*			
Leisure	44.3	5.8	45.8	6.3	46.3	6.1	47.5	6.1	10.6	.00001	*	*	*		*	
Children	48.7	6.1	50.7	6.5	51.7	6.7	52.6	6.5	15.3	.00001	*	*	*		*	
Family & Friends	47.1	4.2	47.1	4.4	47.7	4.2	48.3	4.6	4.3	.006			*		*	
Religion	47.1	9.9	48.3	10.5	49.9	9.8	46.6	11.5	4.5	.004		*				*
Sexuality	65.6	7.9	67.9	8.2	69.2	8.2	70.0	7.9	12.6	.00001	*	*	*		*	

better understanding of the role of individual's personality in relationship than younger subjects.

According to Stinnett (1971), a 23 year old individual is concerned about the role of communication and personality in marriage relationships. Ganong et al. (1981) also pointed out that young adults indicated that arguments and poor communication are the worst aspect of marriage, whereas sexuality is the best aspect of marriage.

There were significant differences between the groups 1 and 2, 1 and 3, 1 and 4, 2 and 4, and 3 and 4 in the area of expectation, which indicates that younger subjects have less realistic perceptions about marriage than older subjects. Similarly, in the area of conflict resolution, finances and family friends, significant differences were noted. Mean scores are higher for older subjects than younger subjects.

In a study by Bartz and Nye (1970), it was pointed out that younger people tend to have fewer religious interests than older ones. These findings also support the above research, i.e., older subjects became involved more in religion and place more importance personally than younger subjects.

Findings supported the hypothesis that the older subject score significantly higher in all scales except in the category of roles, than younger subjects. Burchinal and Chancellor (1963) has pointed out that younger people have a more unrealistic, romantic and glamorized image of marriage than older people. These findings suggest that older subjects are more prepared, and developed a realistic attitude toward marriage than younger subjects.

In summarizing these findings, normative scores are fairly repre-

sentative of the population of young individuals. There are significant differences in the attitudes of male/female and college/high school students in all the areas of INFORMED categories. Significant differences were also noted between the subjects who were most ready and older than those who were not ready and younger in age.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Background, Purpose, and Objectives

The upward trend of divorce and early marriage ending in divorce has become a major phenomenon in American society. Among the major concerns faced by unmarried youths are the attitudes that they and their prospective mates have regarding marriage. The nature of an individual's behavior in marriage is partially influenced by his attitudes.

Couples anticipating marriage typically hold unrealistic expectations about the nature of the marital relationship, making it difficult for them to rationally examine these expectations. Counselors often attempt to intervene before marriage and help couples develop realistic expectations about marriage. There has been a growing concern regarding the need to provide counseling programs and help unmarried individuals at this point in their relationship. Therefore, in order to facilitate growth in a relationship, counselors, teachers and other people must be informed to know changes in attitudes and perceptions at various stages of readiness for marriage.

The purpose of this research study was to use the INFORMED Inventory to determine the changes in attitudes across four stages of readiness for marriage, and age. Attempts were also made to reevaluate the reliability of the INFORMED Inventory. The resolution of these

purposes will provide information to teachers and counselors who are trying to assist young persons in self understanding and in assessing their readiness for marriage. With the knowledge of this study, a person can more perceptively counsel with an unmarried person and understand better the common problems at their particular stage. Therefore, it is very important for both the educators and young people to identify certain inevitable occurrences of conflict about marriage and help them to face these realistically and effectively.

In this study the INFORMED Inventory was used to determine the effect of readiness for marriage and age on the marital attitudes of single persons. Specific objectives of this study were:

1. To determine what degree normative scores on INFORMED scales are based on subpopulation characteristics such as education and place of residence.
2. To determine whether INFORMED scales demonstrate an acceptable level of reliability after reevaluation.
3. To determine if there are differences in opinion of subjects across four stages of readiness for marriage on INFORMED categories.
4. To determine if there are differences in opinion of subjects across four groups of age on INFORMED categories.

Summary of Review

The review of recent literature addressed some of the issues relevant for this study. The topic areas include: early marriage developmental task; readiness for marriage; age as a factor in

marriage; and common marital problems and changes during dating, courtship, engagement, and marriage.

In the literature concerning early marriage developmental tasks, several issues were identified by Rausch et al. (1963), Hobart (1958), Rappoport (1963) and Dunn (1960). The major issues that pertain to the adjustment period early in marriage are: sexuality, idealism, expectation, children and marriage, leisure, conflict resolution, finances, family and friends, religion, communication, roles and personality. These areas are helpful in designing an instrument, diagnostic tool or program for early marriage education.

The above topics represent important areas in which individuals are poorly prepared to cope with the task of marriage at an early age. In a research by Ganong et al. (1981), unrealistic expectations, arguments, poor communication and financial problems are the major concerns of youth. Keller et al. (1978) noted that females are more equalitarian in roles, and Whatley and Appel (1973) found that seniors are more traditional than juniors in role expectations. Hobart (1958, 1960) described youth's opinion shifts from initial "realism" to "unrealism", and back to "realism." He also noted that opinion changes were most dramatic during casual dating and marriage stages.

Another facet of the review was the examination of some of the aspects related to readiness for marriage and age as a factor in marriage. Keeler (1962), Stinnett (1969), and Sporakowski (1968) had developed the instruments to measure individual readiness to perform some roles involved in marital competence. In a research study Thornton et al. (1982) found that both male and female respondents

preferred to marry around 25 years of age.

Age is another important factor which is linked with one's readiness for marriage and limiting one's choices of a marriage partner. The median age for marriage in 1982 for first marriages among men was 25.2 years and for women, 22.5 years. According to Bayer (1969), socio-economic status, aptitude, educational plans and marriage expectations are positively and significantly related to the age at marriage among young people. Lee (1977) suggested that people who marry young are unprepared for the mate-selection process and marital performance, experience relatively low marital satisfaction as a result, and therefore appear disproportionately in divorce statistics.

Based on this literature, further research can help people to recognize and better deal with young people who are often unprepared and not ready to take the responsibility of married life. It could be helpful to the counselors and teachers to know the problems of youth.

Summary of Methods

The present study is descriptive research and the data were collected by the survey method. A sample of 923 unmarried college and high school students completed a Background Form and the INFORMED Inventory, assessing the effect of age and readiness for marriage on marital attitudes of single persons.

For the purpose of this study, single persons were divided into four stages of marital readiness based on their current age and belief about "good age to marry". These four stages were: Least

ready for marriage; Not ready for marriage; Almost ready for marriage, and Ready for marriage. The age of the respondents were also computed to form the four groups. These four groups were: Less than 19 years, 19 to 21 years, 21 to 22.4 years, 22.5 years of age and over.

In order to determine similarities and differences existing between subpopulations by stage of readiness and age, F-ratios, one-way analysis of variance and the Tukey HSD were used. Alpha reliability was calculated for the reevaluation of INFORMED scales.

Three operational hypotheses were tested in this study.

1. INFORMED scales will demonstrate higher acceptable levels of reliability, greater than 0.50 alpha, with a larger sample size.
2. Subjects with higher readiness for marriage will have significantly higher scores on the 12 scales of INFORMED Inventory than subjects with lower readiness for marriage.
3. Older subjects will have significantly higher scores on the 12 scales of INFORMED inventory than subjects who are younger.

Summary of Findings

The background characteristics were generally representative of single students in Oklahoma. A majority of the respondents were female (70.1 percent) with ages ranging from under 18 years to over 40 years. Forty-eight percent of respondents' parental income was \$35,000 and over. In general, education of father was higher than mother. The largest occupational category for mother was housewife (32.7%) and other professional (23.9%) and for fathers it was

professionals (33.8%). The majority of the subjects were white and of Christian religious denominations. The largest proportion of respondents (53.9%) had taken a sex education class. A majority of the respondents (53.4%) considered 18-23 years of age as a good age for marriage. Respondents who were least ready for marriage (32%) and those who were ready for marriage (23%) represented the largest groups.

Some similarities and differences were found among the seven subpopulations characteristics used to determine normative scores for the INFORMED Inventory. The major significant differences were between male/female, college/high school students, and residential settings. Results indicate that females are more realistic in their opinion about marriage than men. Results also reveal that college students are more mature and have more positive attitudes toward marriage than high school students.

Hypothesis one was disproven by the data. It was hypothesized that INFORMED scales would demonstrate higher acceptable levels of reliability (greater than .50 alpha) with a larger sample size. The data indicated that there was not much difference in the reliability of scales between this study and Johnson (1982). The scales Finances (.48 alpha) and Family and Friends (.39) could not reach to the minimal requirements for research. These results may be due to lack of experience by young respondents in the area of Finances and Family and Friends. Therefore, they were not able to answer these questions consistently.

The second hypothesis was partially supported by the data. Findings indicated that subjects with higher readiness for marriage were significantly higher in five scales of the INFORMED Inventory.

Subjects in stage 4 were significantly different in the areas of communication, religion, sexuality, conflict resolution, roles and religion than subjects in stage 1.

In support of the third hypothesis, younger subjects scored significantly lower in all scales of INFORMED, except roles, than subjects who were older. Older subjects were more prepared, ready and developed a realistic and positive attitudes toward marriage and marriage role expectations than younger subjects.

Conclusions

The following conclusions have been reached as a result of the information gathered in this study:

1. The reliability of the scales in the INFORMED Inventory after reevaluation were found to be satisfactory. All scales of the instrument were reliable excluding the Family and Friends and Finances scales. The INFORMED Inventory is easy to administer and score. One can establish his/her opinions, attitudes, and beliefs toward marriage and marriage relationship and contrast them to others with similar backgrounds.

2. Subjects who have attained the age perceived as being ready to accept the responsibility of married life were significantly different in attitudes and opinions in the areas of communication, religion, sexuality, roles, conflict resolution, and personality than those who were considered to be absolutely not ready for marriage. These were some of the most important marital topics reported by single persons before marriage. The mean scores in most categories increased as person perceived themselves as being ready for marriage. Therefore,

it suggests that readiness for marriage does have some effect on single person's opinions and attitudes toward marriage.

3. Subjects over twenty-two years of age were significantly different in attitudes than those under 19 years of age. Older subjects scored higher in all the INFORMED categories excluding roles. In fact, roles category has shown the opposite trend. Younger subjects responded with more equalitarian attitudes than the older subjects. It can be generalized from these findings, that older subjects are more prepared and realistic in opinion than younger subjects.

Recommendations

Based on this study the following recommendations are made:

1. In order to better study the attitudes and opinions of single persons, a revision of the INFORMED Inventory to make the instrument more reliable could be more beneficial. More reliable instruments make it easier to assess and measure the attitude of single persons.
2. A more diversified sampling could be used to make generalizations from this study more representative.
3. A further study would be useful to examine the changes in attitudes of male and female respondents.
4. A breakdown of sample according to family structure also could be used to ascertain the effect of family structure on marital attitudes of single persons.
5. Further research would be beneficial to examine the differences in attitudes between those who had sex education class and those who did.

not have a class in sex education.

This study has accomplished its purposes by increasing the knowledge available to counselors, teachers and those who work with single persons. It also provides an opportunity for young persons to evaluate their own attitude in relation to their peers. The INFORMED Inventory is potentially a valuable tool in the assessment of marital attitudes and in training single persons about marriage.

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APPENDIX A

INFORMED INVENTORY BY CATEGORY

Response Format for INFORMED

Strongly Agree	Agree	Agree More Than Disagree	Disagree More Than Agree	Disagree	Strongly Disagree
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Expectations

- A07. Most individuals know themselves and what they want to become before they get married.
- A19. I believe that there is only one person in the world to whom I could be happily married.
- B06. Most problems between persons will end if they let time heal the wounds.
- B18. It is easier to be a best friend and companion to your partner after marriage.
- C08. A person can expect a marriage partner to fulfill almost all needs for security, support and closeness.
- C21. A couple that has problems before marriage will probably have less problems after marriage.
- D25. When couples have problems during engagement they will probably become worse after marriage.
- D12. Most couples are able to maintain a high level of romantic love in their relationship after marriage.
- E13. Even an unhappy marriage is better than living alone.
- F02. Divorce is a sure sign that a person is a failure in maintaining relationships.
- G04. When a person divorces they are rejecting the concept of marriage.
- F16. Most engaged couples should be able to know their partner completely before they get married.

Sexuality

- A09. Most couples find it easy to maintain a satisfying sexual relationship after marriage.

- A21. Married partners should be ready and willing to have sexual relations whenever one of them has the desire.
- B08. A married person should be willing to try any sexual activity that their partner would like to do.
- B20. Decisions regarding family planning or birth control are very easy after marriage.
- C10. Most couples find it much easier to discuss sex after marriage than during courtship.
- C14. If a couple is getting along sexually the rest of the relationship is likely to go well also.
- D01. Married individuals are usually very similar in their sex drives.
- D05. Wives generally need more time than husbands to be ready for sexual intercourse.
- D14. It is better not to tell one's spouse about past sexual relationships.
- D18. Sexual activity is a natural act and does not need to be discussed in a marriage.
- E02. I would be concerned that my partner's interest in sex is not the same as mine.
- E19. Sexual satisfaction depends largely on the techniques that a couple uses.
- E06. During sexual relations each partner should know what the other would enjoy without being told.
- E15. Couples that are sexually compatible will always reach orgasm during intercourse.
- F04. It is more important that the husband be sexually experienced than the wife.
- F18. Husbands rather than wives should initiate sexual activity.
- G06. The husband is primarily responsible for seeing that the couple's sex life is satisfying.

Idealism

- A05. My marriage partner and I will be as well adjusted as any two persons in the world could be.

- A17. When I get married my partner and I will be able to understand each other completely.
- B04. My future marriage partner will not have any faults or have personality differences with me.
- B16. When I marry I will be able to completely understand and sympathize with my partner's every mood.
- C06. When I marry I am sure that there will be times when I will not feel very affectionate or loving toward my partner.
- C19. After marriage I expect to find out some things about my partner that will surprise me.
- D10. It would be difficult to imagine a happier couple than the plans I have for my future marriage.
- D23. I do not expect my marriage to be a perfect success.
- E11. There will probably be times in my own marriage when my partner will make me very angry.
- F14. I am sure that there will be times in my marriage when I will be very unhappy.
- E24. My future marriage partner will have all of the qualities that are important in a mate.
- G02. I will never regret my choice in a marriage partner once I have made my final decision.

Personality

- A12. It is easier to change another person's habits after a couple is married.
- A24. Most individuals do not change very much after they get married.
- B11. Couples usually know all of the important things about their partner before they get married.
- E05. Most persons will not really know their partner well until after they are married.
- C01. After marriage it is easier to change those things about your partner that you do not like.
- E18. After marriage it is easier to accept and live with another person's habits which may bother you.

- C13. If my partner had smoking or drinking habits which bothered me I would try to change those habits after marriage.
- D04. Once couples are married any problems they had during courtship about jealousy are quickly resolved.
- D17. Stubbornness is one of those personality traits that is easier to change after marriage.
- F07. It is important for married persons to be independent and not have to rely on their spouse to do things.
- F21. After marriage one can depend on their spouse to help them get out of depressed moods.
- G09. A bad temper during courtship is probably not going to improve after marriage.
- F08. A person who is always late before marriage will probably improve after marriage to please their spouse.
- F09. Marriage is the best solution for loneliness.

Roles

- A04. I believe that the woman's place is basically in the home.
- A16. If both individuals are working they should share cooking, cleaning and other household duties.
- B03. The husband should have the final word in all the important decisions in the family.
- B15. The husband's occupation should be the first priority in determining where a couple should live.
- C05. The wife should be more willing and able to adjust than the husband.
- C18. It is more important that the husband be satisfied with his job because his income is more important to the family.
- D09. Even if the wife works outside the home she should still be responsible for running the home.
- D22. The wife should be encouraged to work outside the home if she wants to.
- E10. The husband should be the head of the family.

- E23. It is important for husbands and wives to be able to perform similar roles around the house.
- F13. The wife should be willing to adapt her life to fit her husband's desires.
- G01. Deciding on marital roles and responsibilities is probably very difficult for most couples.

Communication

- A06. Married partners that care for each other should know what the other is feeling without being told.
- A18. Married couples should avoid saying anything critical to their partner.
- B05. Communication skills are difficult to learn and hard to use effectively after marriage.
- B17. When married persons are having an argument it is best for at least one partner to not say anything.
- C07. It is easier for couples to become more clear and honest in their communication after marriage.
- C20. Even when couples become more aware of poor communication habits it will be difficult to change them.
- D11. After a couple has been together for awhile each person will know what the other is feeling and what they want.
- E12. A person who says things that are a put-down to a partner before marriage would not do so after marriage.
- F01. When there are problems to be discussed in a marriage most couples are eager to talk about it.
- F15. Most married couples are unhappy about the way in which they talk with each other.
- G03. It is best not to share negative feelings with a marriage partner if you think they may become angry.
- D24. The person I marry will always be a good listener.
- G10. I expect that my spouse and I would be able to discuss any marital topic without difficulty.

Conflict Resolution

- A03. Most couples know how to fight fairly and resolve their problems.
- A15. In order to end an argument it is better to give in to the other person.
- B02. I would not seek help from a counselor even if my marriage had serious difficulties.
- B14. Most marital arguments are about concerns that are very important.
- C04. I would go out of my way to avoid having conflicts with my marriage partner.
- D08. All problems that come up between a couple can be resolved without divorce.
- D21. Most problems experienced by marriage partners will be resolved simply by the passage of time.
- E09. A relationship is often strengthened by having an argument.
- E22. The most difficult problems that can arise in a marriage take several years to develop.
- F12. The best way to effectively end an argument is to not take things very seriously.
- F24. Most persons will resolve marital conflicts similar to the way their parents resolved conflicts.

Finances

- A01. As long as one person is good at handling the finances it is not necessary for the other marriage partner to know how.
- A13. Both partners should be able to balance the checkbook and pay the bills.
- A25. It is more important that the husband keep control over financial matters.
- B12. Each person should have some money of their own that cannot be used by their marriage partner.
- C02. Most couples who budget their money wisely will never have financial problems.

- C15. Couples should take out small loans early in their marriage even if they have enough savings.
- D06. It makes very little difference where a couple goes to get a loan as long as the place has a good reputation.
- D19. It is always preferable to make purchases with cash rather than credit.
- E07. A wife's salary should be used for extras and not counted on as regular income.
- E20. A couple should determine their exact financial position before they marry.
- F10. A husband and wife should each be given a weekly allowance that is equal.
- F22. Early in marriage it is preferable to build up savings rather than buy insurance for life and health.
- G05. It is important to keep good records of financial purchases to help budget monthly income.

Leisure

- A08. Increasing the amount of time spent together automatically improves a marriage relationship.
- A20. It is important for married couples to spend all of their spare time together.
- B07. It is important for individuals to develop interests and hobbies even if their partner does not share those interests.
- D13. After marriage a person should not develop a new interest or hobby unless one's spouse is also interested.
- B19. Marriage partners should always be willing to participate in activities that are enjoyed by their spouse.
- C09. One of the best aspects about marriage is being able to spend all of one's spare time with your partner.
- C22. I would rather do almost anything than spend an evening by myself.
- E01. It is important that married partners share the same hobbies and interests.

- E14. Married partners should always prefer to spend time with each other rather than with other persons.
- F03. If partners do not share an interest in an activity it would be best to stay home.
- F17. Married couples should find time for a vacation together no matter how hard it is to get away.

Family and Friends

- A02. Relatives and friends rarely interfere with a couple's marriage.
- A14. After marriage a person is fully accepted as an adult by their families.
- B01. A person who is very close to his or her family before marriage may have more difficulty adjusting to marriage.
- B13. A person should expect in-law relationships to be uncomfortable for awhile.
- C03. If a parent does not like your spouse it is best to avoid the situation as much as possible.
- C16. When couples have to choose where to go for holidays it is usually to the home of the wife's parents.
- D07. After marriage individuals should not spend time with friends of the opposite sex.
- D20. Accepting financial assistance from one of the families usually causes more problems than it solves.
- E08. It is important for individuals to continue their personal friendships after marriage.
- E21. Personal information between a husband and wife should not be discussed with relatives and friends.
- F11. After marriage one should agree to see less of their single friends.
- F23. Marriages have an equal change for success regardless of the opinions held by family and friends.

Religion

- A11. Loving one's partner is an extension of one's love for God.

- A23. It is important for couples to explore the spiritual nature of their relationship by praying together.
- B10. It is not necessary to include a religious aspect in the commitment a couple makes to each other.
- B22. One particular Church should be chosen by a couple after marriage.
- C12. A religious commitment is not important for a couple to build a strong relationship.
- D03. A couple should be actively involved and share religious beliefs with others in the community.
- D16. Religion is an individual matter and need not have the same meaning for both partners in a relationship.
- E04. Continuing to search out and share religious beliefs is necessary for a growing relationship.
- E17. Regular church attendance is important for spiritual growth.
- F06. I could not marry a person who does not agree completely with my religious views.
- F20. It would not be important for me to change my partner's religious beliefs if they differed from my own.
- G08. Most couples are very compatible in terms of their religious convictions.

Children

- A10. Keeping the family together at all costs for sake of the children is better than divorce.
- A22. Children are usually not affected by the conflicts that their parents are having.
- B09. Married couples usually are much happier and disagree less after they have children.
- B21. The wife should have almost all of the responsibility for raising the children.
- C11. Having children dramatically changes a married couple's lifestyle.
- D02. Couples should wait at least three years before starting a family.

- D15. Having children could have a strong negative effect on a marriage.
- E03. Raising children is a natural thing that most people need little help doing.
- E16. Married persons will automatically feel closer to each other after having a child.
- F05. Most couples agree on the number of children they want and when to have them.
- F19. Most couples agree on the best form of discipline for their children.
- G07. If my spouse wanted a child I would agree to have one even if I was against the idea.

APPENDIX B

INFORMED BACKGROUND FORM

BACKGROUND FORM

CONFIDENTIAL

PLEASE DO NOT PUT YOUR NAME ON THIS FORM!

ID _____

1). What is your present year in school? (please check one)

☐ 10 ☐ 12 ☐ 14 ☐ 16 ☐ 18
☐ 11 ☐ 13 ☐ 15 ☐ 17 ☐ Other (write in number)

2). What is your sex?

☐ 1. Female ☐ 2. Male

3). What is your date of birth?

Month Day Year

4). Where have you resided most of your life? (Check appropriate space)

☐ 1. Farm
☐ 2. Non-farm rural residence
☐ 3. Small town (population under 2,500)
☐ 4. Large town (population 2,500-24,999)
☐ 5. Small city (population 25,000-100,000)
☐ 6. Large city (population over 100,000)

5). What was the approximate total income of your parents for the last year?
(check one, estimate if not sure.)

☐ 1. Under \$7,000 ☐ 5. \$20,000-24,999
☐ 2. \$7,000-9,999 ☐ 6. \$25,000-29,000
☐ 3. \$10,000-14,000 ☐ 7. \$30,000-34,999
☐ 4. \$15,000-19,000 ☐ 8. \$35,000 and over

6). How many brothers and sisters do you have? Indicate by filling in the chart below. (Include yourself in this chart)

Age												
Sex*	M	F	M	F	M	F	M	F	M	F	M	F
Married?*	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N

*indicate by circling the correct response

7). If in college, what is your current major?

☐ 1. Agriculture ☐ 5. Education
☐ 2. Arts and Sciences ☐ 6. Engineering
☐ 3. Architecture ☐ 7. Home Economics
☐ 4. Business Administration ☐ 8. Veterinary Medicine
☐ 9. Other

8). What is the highest grade or level of education your parents completed and the highest that you expect to complete?

Mother	Father	Self	
_____	_____	_____	1. Graduate or professional school
_____	_____	_____	2. Graduate of four-year college
_____	_____	_____	3. Some college
_____	_____	_____	4. Finished high school
_____	_____	_____	5. Some high school
_____	_____	_____	6. Grade school
_____	_____	_____	7. Don't know

9). What is the current occupation of your parents? (check appropriate spaces)

Mother	Father	
_____	_____	1. Professionals, Doctors, Lawyers, executives
_____	_____	2. Other professionals, Managers, Teachers, Nurses
_____	_____	3. Skilled and Construction Trades
_____	_____	4. Sales, Technicians, Clerical
_____	_____	5. Laborer, Factory Worker, Waitress
_____	_____	6. General Service employee
_____	_____	7. Student
_____	_____	8. Housewife, Househusband
_____	_____	9. Retired
_____	_____	10. Unemployed
_____	_____	11. Other _____

10). What is your current religious preference?

_____ 1. Agnostic	_____ 6. Jewish
_____ 2. Baptist	_____ 7. Lutheran
_____ 3. Catholic	_____ 8. Methodist
_____ 4. Christian	_____ 9. Other protestant
_____ 5. Episcopal	_____ 10. Not Listed _____

11. How religious would you say you are?

_____ 1. Very religious	_____ 3. Religion is not important to me
_____ 2. Somewhat religious	_____ 4. I am quite opposed to religion

12). (optional) What is your ethnic background?

- | | |
|---|--|
| <input type="checkbox"/> 1. Afro-American/Black | <input type="checkbox"/> 4. American Indian |
| <input type="checkbox"/> 2. Asian-American | <input type="checkbox"/> 5. Spanish Descent |
| <input type="checkbox"/> 3. Caucasian/White | <input type="checkbox"/> 6. Other _____(specify) |

13). Have you ever had a Sex Education class?

☐ Yes ☐ No

If yes; was it a

- | | |
|--|---|
| <input type="checkbox"/> High School Class | <input type="checkbox"/> Both High School and College |
| <input type="checkbox"/> College class | <input type="checkbox"/> Other _____(specify) |

14). Do you feel the class was worthwhile to you?

☐ yes ☐ No

15). About how often do you participate in outside activities, such as sports, hobbies, etc...?

- | | | |
|---|---|---------------------------------|
| <input type="checkbox"/> once a day | <input type="checkbox"/> once per week | <input type="checkbox"/> rarely |
| <input type="checkbox"/> three per week | <input type="checkbox"/> once per month | <input type="checkbox"/> never |

16). Which of the following comes closest to describing interaction with your parents concerning Sex Education?

- | |
|---|
| <input type="checkbox"/> 1. They have never talked to me about Sex Education |
| <input type="checkbox"/> 2. They only talked to me about it when I asked questions |
| <input type="checkbox"/> 3. They approached me and we discussed the subject |
| <input type="checkbox"/> 4. We have talked in length about the subject and I feel I can ask them any questions without embarrassment. |

17). Have you ever seen your parents resolve an argument?

☐ Yes ☐ No

18). Please indicate below your approximate income during a typical month from jobs and/or other sources such as parents, grants scholarships, etc.

- | Jobs | Other Sources | |
|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | 1. 0-\$100 per month |
| <input type="checkbox"/> | <input type="checkbox"/> | 2. \$100-\$200 per month |
| <input type="checkbox"/> | <input type="checkbox"/> | 3. \$200-\$300 per month |
| <input type="checkbox"/> | <input type="checkbox"/> | 4. \$300-\$400 per month |
| <input type="checkbox"/> | <input type="checkbox"/> | 5. \$400-\$500 per month |
| <input type="checkbox"/> | <input type="checkbox"/> | 6. over \$500 per month |

19). Do you own a car?

☐ Yes ☐ No

If you do not own a car , do you have easy access to one?

_____ Yes _____ No

20). Do you currently have a job?

_____ Yes _____ No

21). How many people have you dated during each of the following ages?

	13 to 15 years old	16 to 18 years old	over 19	Total of all years
None	_____	_____	_____	_____
1 or 2	_____	_____	_____	_____
3 to 5	_____	_____	_____	_____
6 to 10	_____	_____	_____	_____
11 to 20	_____	_____	_____	_____
over 20	_____	_____	_____	_____

22). How many people have you had a steady or serious relationship with?

_____ None _____ 1 or 2 _____ 3 to 5 _____ 6 to 8
 _____ 9 to 10 _____ 11 or more

23). How confident fo you feel in dating relationships in comparison with your friends?

_____ 1. Less confident _____ 2. About the same
 _____ 3. More confident

24). What is the current marital status of your parents?

_____ 1. Married and living together (number of years _____)
 _____ 2. Separated (number of years _____)
 _____ 3. Divorced and single, both (number of years _____)
 _____ 4. Divorced and remarried, both
 _____ 5. Divorced, one single, one remarried
 _____ 6. Single (partner deceased) (number of years _____)
 _____ 7. Remarried (partner deceased)
 _____ 8. Both parents deceased

25). What are your current living arrangements?

- ☐ 1. Alone in an apartment
☐ 2. Alone in a Residence Hall
☐ 3. With the same sex roommate (s) in an apartment
☐ 4. With the same sex roommate (s) in a Residence Hall
☐ 5. With opposite sex roommate (s)
☐ 6. With parents
☐ 7. Other _____ (specify)

26). Circle the point on the scale below how you perceive your overall rating as a date:

Low _____ High
 1 2 3 4 5 6 7 8 9

27). Circle the point on the scale below how you perceive your overall rating as a potential mate:

Low _____ High
 1 2 3 4 5 6 7 8 9

28). Do you have any current plans for marriage?

☐ Yes ☐ No

29). What do you think is a good age to marry? _____

30). Of all the people you know who are married, how would you rate their overall satisfaction with marriage? (circle one)

Highly Satisfied Satisfied Not at all Satisfied
 1 2 3 4 5

31). Do you think a couple should automatically marry if the woman becomes pregnant?

☐ Yes ☐ No

32). Please look at the following problems and rank each according to which area is most likely to be the reason that a marriage fails. (place a 1 for highest rank, 2 for second, etc.)(please rank all 10)

- | | |
|--|--|
| <input type="checkbox"/> Immaturity | <input type="checkbox"/> Different Backgrounds |
| <input type="checkbox"/> Dissatisfied with own role | <input type="checkbox"/> Drinking/Drugs |
| <input type="checkbox"/> Too many arguments | <input type="checkbox"/> Conflict over Roles/Careers |
| <input type="checkbox"/> Incompatible Interests | <input type="checkbox"/> Extra-marital sex |
| <input type="checkbox"/> Lack of communication/
Understanding | <input type="checkbox"/> Money |

THANK
YOU

OKLAHOMA STATE



VITA²

Rita Chaudhary

Candidate for the Degree of
Master of Science

Thesis: EFFECT OF READINESS FOR MARRIAGE AND AGE ON THE MARITAL
ATTITUDES OF UNMARRIED STUDENTS

Major Field: Family Relations and Child Development

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Personal Data: Born in Delhi, India, May 20, 1957, the daughter of
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